

Family & Consumer Sciences Middle School Standards

22200

Careers

Course Description: Middle school students are exploring many aspects of life. A career decision is a huge part of each student's life and made with careful planning and understanding. An awareness of the 16 career clusters and pathways is the beginning of a career destination. Transferable skills, personal needs and wants, and employer expectations are vital for student success in the world of work. Students begin planning this journey with interest surveys, job research and the formation of a career plan.

Suggested Grade Level: 8

Topics Covered:

Careers

Civic Engagement

Revised Bloom's Taxonomy	Standards and Examples
Indicator #1: Differentiate career opportunities to make informed career decisions.	
Understand	<p>C 1.1 Interpret the knowledge and skills associated within each career cluster.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Complete hands-on activities related to each of the 16 career clusters to identify knowledge and skills. • Interview people employed in the 16 career clusters for knowledge and skills necessary in their career. • Participate in face to face or virtual field trips to places of employment.
Remember	<p>C 1.2 Recognize the influences of social, economic, and technological changes with career choices.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Construct lifestyle chart that specifically addresses housing, transportation, location, insurance(s), retirement, medical expenses, loan payments, personal expenses, clothing, food, and leisure time activity. • Investigate various ways to budget money. • Complete a budget using a salary amount that would be equivalent to a career of interest.
Apply	<p>C 1.3 Implement transferable and employability skills in school, community and workplace settings.</p> <p><i>Examples:</i></p>

	<ul style="list-style-type: none"> • Interview school, community, and business leaders (face to face or virtually) to gather information about knowledge and skills they use and require for their job. • Complete list of skills used in school, community and workplace to compare and contrast how skills are used. • Set individual goals to improve skills that will become transferable for employability and future work.
Indicator #2: Implement the components of volunteerism for global improvement.	
Understand	<p>C 2.1 Recognize the role of citizenship in a community.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Discuss the importance of identifying personal goals for community involvement. • Brainstorm and record ways an individual can be involved in the local community • Develop individual goals for community involvement, may include in Personal Learning Plan.
Apply	<p>C 2.2 Implement a volunteer project to meet the needs of the global community.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Review FCCLA Planning Process and Community Service project. • Compare and contrast needs of local and global community to determine areas of need for the volunteer project. • Use planning process to create a volunteer project using the identified needs to meet a global need.
Indicator #3: Organize career development plan.	
Analyze	<p>C 3.1 Implement interest assessment results to explore career cluster options.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Complete interest assessment, such as Career Matchmaker in SD MyLife. • Review and discuss results of interest assessment related to career using pair share. • Write a personal reflection of the interest assessment results, using an online forum.

<p>Analyze</p>	<p>C 3.2 Differentiate a personal learning plan needed to achieve individual and career goals.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Complete a scavenger hunt locating high school, postsecondary, and career requirements. • Review personal assessment results and programs of study related to future career cluster choice. • Create (or revise) a personal learning plan to guide individual through high school and beyond.
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